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AFTER-SCHOOL TUTORIAL AND SPECIAL POTENTIAL DEVELOPMENT IN I.S. 201-MANHATTAN.

BY- LOHMAN, MAURICE A.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.

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IN THE PROJECT EVALUATED IN THIS REPORT, THE SCHOOL DAY WAS EXTENDED 2 HOURS MONDAY THROUGH THURSDAY, TO OFFER REMEDIAL AND TUTORIAL HELP IN READING, ENGLISH AS A SECOND LANGUAGE, MATHEMATICS, SCIENCE, AND TYPING. ITS SPECIAL POTENTIAL DEVELOPMENT PROGRAM INCLUDED ACTIVITIES IN THE ARTS, HOME ECONOMICS, INDUSTRIAL ARTS, AND LANGUAGE ARTS. A TRIP PROGRAM PROVIDED THE PARTICIPANTS WITH REAL RATHER THAN VICARIOUS EXPERIENCES. THE EVALUATION OF THE PROJECT IS BASED ON OBSERVATION AND INTERVIEWS. PROGRAM MODIFICATION, STUDENT SELECTION, FACILITIES AND MATERIALS, STAFF, AND COURSE OFFERINGS ARE EXAMINED. DETAILED REPORTS ARE MADE ON THE ART, MUSIC, AND TUTORIAL PROGRAMS, AND BRIEFER ONES ON THE PHYSICAL EDUCATION, DANCE, DRAMA, AND HOME ECONOMIC PROGRAMS. (AF)

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Center for Urban Education
33 West 42nd Street
New York, New York 10036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AFTER-SCHOOL TUTORIAL AND SPECIAL POTENTIAL DEVELOPMENT IN I.S. 201 - MANHATTAN

Maurice A. Lohman

UD 005 153

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

September 1967

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GENERAL PROJECT DESCRIPTION

Nature of the Program

Within recent years, the curriculum of the school has expanded in content and in scope. However, the hours during which a child attends school have remained fixed and static. Children who come from disadvantaged areas need intensive instruction in language arts as well as in other areas, in order to overcome the retardation which presently exists. It is difficult to provide this additional time during the normal school day.

The proposed program was, therefore, structured to provide an extended school day, from 3:00 to 5:00 P.M., four days a week, Monday through Thursday, for the student population of Intermediate School 201 Manhattan. The program was to run from January 3 to June 30, 1967.

Objectives

The objectives of the program were to provide extended and intensive instruction in reading and other major subject areas and to discover and develop the talents of all children attending the school.

Proposed Program

Remedial and tutorial help was to be offered in the following subject areas: reading, English as a second language, mathematics, science and typing.

The special potential development program was to include Art, home economics, clothing and personality emphasis, industrial and graphic arts, woodworking and ceramics, music-vocal and instrumental, physical fitness and dance, dramatics, reading, writing, and language arts.

To supplement and further enrich the students' academic work in school, a well-rounded trip program was to be provided to all of them to have real experiences in place of some of the vicarious experiences generally offered in school.

Evaluation Design

The project was inaugurated in February 1967, and the Center for Urban Education asked to evaluate the program in May. A team of five investigators met and organized the evaluation. Each member of the team had been involved in previous Title I evaluations and had made classroom observations in other school programs.

Since the program was to end in a few weeks, the emphasis of the evaluation was placed upon observation and interview.

The evaluation attempted to answer the following questions:

1. How many pupils and teachers were involved in the program?
2. How many activities were available to each pupil in the program?
3. Was the after-school program reflected in any way in the day-school program?
4. How much of the proposed program was actually implemented?
5. What was the quality of those programs offered?
6. How were pupils selected for the program?
7. Did the program compete with other programs in the area?
8. What was the degree of community and parent involvement?
9. What recommendations should be offered for the continuation of the project?

Findings

Actual Organization of the Program

The program, originally designed to accommodate 470 children did in fact accomodate 250 children. Since the day school register is 630, this enrollment was about 40 per cent of the children in the school.

The entire staff consisted of 26 teachers, a supervisor in charge, a supervisor of the talent program, two secretaries, and six school aides.

It was not possible to find a guidance director who would come to the Center after school; therefore, that function was eliminated.

Because of the small number of pupils requiring classes in English as a second language, the course was dropped by the supervisors.

The trip program was never put into operation.

Classes met four days a week, Monday through Thursday, from 3:00 to 5:00 P.M. Each pupil was assigned to, and attended, one tutorial class for two days and one talent class for two days of the week. Every pupil received a snack of cookies and milk at the start of each class session.

Selection Procedures

Tutorial pupils were found through a review of personal records and teacher recommendation. Upon selection, enrollment in the program was on a voluntary basis for tutorial as well as talent pupils. Each pupil was required to sign up for one tutorial and one talent section.

If the pupil did not attend the tutorial classes, he was not supposed to be admitted to the talent classes. Passes for admission to the talent classes were distributed to pupils in the tutorial classes, to make sure that pupils attended both classes. Unlike the After School Study Center program, pupils did not have to be retarded in reading or mathematics to be admitted to the classes, but were informed that by attending the tutorial sessions, they would be helped in their academic areas.

Facilities

The building was new and facilities were excellent. Classrooms were very well equipped. The gymnasium was large and divided into sections for boys and girls. The music rooms were specifically designed for the purpose. The industrial arts rooms were well designed and equipped. The home economics room was pleasant and equipped with the most modern sewing machines and equipment. The library was large and well designed, but with many empty shelves.

In general, the five-man evaluation team was favorably impressed with the adequacy of the facilities.

Materials

Teachers were not pleased with the availability of materials. Until the after-school center materials arrived, materials were borrowed from the day-school program. Those materials which did come were not very different from those used in the day classes.

The observed teachers used some teacher-made materials; particularly

rexographed and mimeographed work sheets. In the home economics class the children were required to furnish their own dress fabrics.

Both the teachers and supervisors expressed the desire for discretionary funds for the purchase of materials unique to various parts of the program. Teachers often brought in their own equipment, records and games, and, in one case, a series of S.R.A. work books.

Teachers

Fourteen of the 26 teachers in the program also taught in the day-school program at I.S. 201. This led to very good rapport between the day-school and the after-school center. Most teachers taught four days per week. Some teachers could give only two days and accommodations had to be worked out to keep as full a staff as possible.

Teacher Aides

Teacher aides recruited from the community were utilized to guard the four doors of the school, to guide visitors, distribute snacks, and to perform general clerical duties.

Courses Offered

Pupils were assigned to either a reading tutorial (six classes) or a mathematics tutorial (four classes) course. In addition, they were offered one of the following (one class each):

Typing	Creative Writing	Boys' Athletics
Science	Instrumental Music	Girls' Athletics
Needle Craft	Woodwork	Ceramics
Arts and Crafts	African Dance	Drama
Graphic Arts		

Class Observations

Each of the five evaluators made two visits to the Center to observe the classes and interview the teachers and administrators. Their reports on the art, music, and tutorial programs follow.

REPORT ON ART PROGRAM

The art consultant visited the programs being conducted in general art, graphic arts, ceramics, and woodworking. Each of these four areas was taught in a separate classroom by a trained teacher.

General Art

General Art was offered four days a week, Monday through Thursday. Average attendance was reported by the art teacher to be ten students. On the day of the visit only six pupils were in class.

Art Teacher Profile

The art teacher held a B.A. in art education and was working on a mater's degree in the same subject area. She held a common branch license and had a total of four years teaching experience, two years in a preschool community art center and two years for the Board of Education.

Art Curriculum

Art examples in the room revealed a well-rounded art program. The teacher had good visual aid material, and the displayed student works revealed an adequate program.

Supplies and Facilities

The facilities in the school were superb. However, the art teacher reported that supplies for the program never arrived. She had to supply the program from day-school materials.

General Estimate of the General Art Program

The art area was adequately staffed and the curriculum was adequate. It was puzzling to the observer, however, that the class was undersub-

scribed in attendance. The degree of student involvement seemed limited.

Graphic Arts

This program was offered two days a week on Monday and Wednesday. Attendance was reported at an average of ten students; however, on the day of the school visit, only five students were attending.

Teacher Profile

The teacher reported that he had nine years of experience as a professional printer. He held a regular J.H.S. license, and had taught graphic arts on the J.H.S. level for six years. He also had a degree in industrial arts from the City College of the City University of New York.

Graphic Arts Curriculum

The course offered the following units: methods of printing reproduction; typesetting; linoleum block printing; drypoint etching (acetate with needlepoint); offset lithography using paper plates; silk screen printing; and other projects. It was a very well rounded curriculum for the J.H.S. level.

Supplies and Facilities

The facilities were excellent. All equipment was in excellent working order. The teacher reported lack of supplies for this program.

General Estimate of the Graphic Arts Program

Here again, the class was undersubscribed. It would seem that a program with good instruction and outstanding facilities should have been enthusiastically attended. The graphic arts teacher was highly

qualified to teach the technical aspects of the graphic arts.

Ceramics

This program was offered four days a week. The teacher reported an average attendance of 10-14 students. On the day of the classroom visit, only seven or eight students were in attendance.

Teacher Profile

The teacher held a B.A. in industrial arts from N.Y.U. and was working on a master's degree. He has eight years of total teaching experience, seven of them teaching ceramics on the J.H.S. level.

Ceramics Curriculum

The ceramics program included the following projects: slab and coil pottery, work on the potter's wheel, some pressed molds, and slip casting. In general, the program in ceramics was well rounded and appropriate to the J.H.S. age level.

Supplies and Facilities

The teacher reported that supplies were inadequate for this program this year. He had to use day-school materials to service the program. The room was excellent.

General Estimate of the Ceramics Program

The degree of student involvement was good for this program. However, the class was undersubscribed in terms of the facilities available. The teacher was well qualified and seemed to have good rapport with his students.

Woodwork

This program was offered two days a week. Average attendance of ten students was reported; however, on the day of the classroom visit, only five or six students were attending.

Teacher Profile

The woodworking teacher had ten years of industrial experience and held a regular N.Y.C. license in woodworking. He had taught for nine and a half years on the J.H.S. level. He did not hold a B.A. degree but did attend N.Y.U. for two years.

Woodworking Curriculum

The following projects were assigned in the woodworking area: carved head (required work with a coping saw, rasp, bit brace, and wood chisel); carved dog (required work with coping saw and sandpaper); spice shelf (several tools required); and letter holders.

Supplies and Facilities

Supplies were late in arriving, but the teacher reported that day-school supplies were adequate to service the program. The woodworking room was well equipped.

General Estimate of the Woodworking Program

Only five students were attending this program which should have had broad student support. The curriculum was adequate and the instructor had a friendly manner.

General Conclusions

The quality of instruction was above average. The presence of three

male teachers on the J.H.S. level was encouraging. Each instructor was well schooled in his craft and interested in maintaining high levels of performance.

Supplies arrived late, if at all. This limited the scope and impact of the program. The classroom facilities were outstanding.

Attendance was unusually low for a program offering good facilities and instruction. Considering that this after-school center services only the I.S. 201 day-school program, serious consideration should be given as to how to improve attendance in this program for next year.

Recommendations for Art Program

Provisions should be made to extend this program into the community with field trips next year.

Work from the art and industrial arts programs were prominently displayed in classrooms and in the halls. An end of the year display or art fair might stimulate greater student and parent interest in this program. The outdoor mall which is fenced in from the street would be an ideal location for this art fair.

Supplies should be ordered in such a way as to be made available to the teachers before the term starts.

The involvement of the day-school staff in soliciting and encouraging participation as well as checking on attendance at the after-school center classes should improve the afternoon program.

REPORT ON MUSIC PROGRAM

Program

The music program was divided into two groups. The children spent two days a week in a tutorial class and two days a week in music. The children were permitted to take their instruments home to practice.

When the observer entered the woodwind class, the following instruments were being played: five clarinets, two alto saxophones, one baritone saxophone and one bassoon. The clarinetists were performing with a firm sound and fine technical facility. The teacher moved around the room and helped individuals with fingerings.

The teacher worked on producing a good attack and watching the conductor for the down beat. Exercises were played four or five times by the entire group. Necessary corrections were provided by the teacher in a pleasant way. The teacher demanded precise playing. Poor posture positions were not tolerated.

Almost all of the playing was done as a group. The teacher's comments were short and well focused. The teacher worked with one of the students on an embouchure problem. The student's pitch improved somewhat.

The class ended with a milk break.

Physical Situation

This school had a unique scheduling plan. During the regular school day, the children played instruments for one semester and then took another subject the next semester. This meant that by the end of the school year every child in the day-school would have participated in

the instrumental music program for at least one semester. The children in the after-school center had already participated in the day-school instrumental program for one semester.

Nine students were present the day the class was observed. The children practiced in a room that was designed for music instruction. Pictures of instruments were attractively displayed on the bulletin boards. A piano was in the room, but it was not used during this lesson. Instruments, methods books, music stands, and chairs of an appropriate size were all of an excellent quality. The teacher mentioned that a complete set of instruments had been provided for the school. The quality and quantity of supplies seemed to be at an optimum level.

Personnel

The clarinet teacher was an extremely competent music specialist. A conversation after the class revealed that the teacher had taught for a number of years in Harlem and was a professional clarinetist. The teacher had very high standards which the students were achieving.

Of the nine children in the class, two were girls and seven were boys. The students came from grades five through seven. All of the children attended I.S. 201 during the regular school day. Attendance in the after school program was voluntary.

Objectives

Although formal instructional objectives were not stated, the following facts were evident from the lesson itself:

A. Knowledge

1. The children could identify the aspects of a good embouchure.

B. Understanding

1. The children could explain what a duet was.

2. The children could analyze the musical performances of their classmates.

3. The children demonstrated their grasp of note names and values by playing accurately.

C. Skills

1. The children performed with a good sound and fine technical facility.

2. The children produced correct attacks.

D. Appreciation

1. The children could discriminate between a poor sound and a good sound.

E. Attitude

1. The children performed willingly and earnestly.

F. Habits

1. The children listened and followed the teacher's instruction.

2. Proper posture was maintained at all times.

3. The children watched the conductor.

Content

Music reading and technical skills have been developed to a surprising degree. The children were able to sight-read quite accurately

for the length of time they had been playing.

Music literature was taken directly from the method books. No attempt was made to introduce literature of a more worthwhile nature.

The concepts of melody, rhythm, harmony, and style were considered. These elements of music were explored through performance. Expression received little attention and form none at all.

Estimate of Students' Reaction

The children participated actively in this program. The teacher was able to prod, cajole, and encourage the students to try again, to improve their articulation, to get more right notes, to count accurately, and to sit in proper playing positions. The children were busily engaged in their playing. Judging by the progress being made and the vigor with which exercises were played, the observer felt that the time and energy the pupils expended were worthwhile.

Estimate of Teacher's Effectiveness

The teacher was extremely successful with the children. He knew what he wanted to accomplish and went straight after it. The teacher's rather aggressive nature was taken in stride by the students as they responded well to his demands.

Estimate of Usefulness of Content to Students

The children will certainly be able to continue their instrumental study in junior and senior high school. Some children were playing well enough to derive a considerable degree of satisfaction from performance. These children have successfully overcome many of the beginning technical problems.

General Observations

A. Instrumental performance was improving far beyond usual expectations.

B. The children's attitudes in the instrumental music class were very positive.

C. Musical aspirational levels were being raised.

D. Musical concepts and understanding were being developed extensively.

E. The children were able to respond to the beat and the rhythm of the melody. Short rhythm patterns were not identified.

F. The children were able to use a variety of notes and their corresponding rests.

G. The children were able to read simple conventional notation at sight.

H. The children had the following instrumental skills:

1. Ability to hold instrument properly
2. Good tone production and breathing
3. Clear tonguing and articulation
4. Knowledge of fingering as indicated in method books
5. Ability to play simple songs by note

Attitudes and Organization

During an informal conversation, the teacher revealed his philosophy of teaching disadvantaged children. He believed that the children could achieve just as much as the teacher thought possible. Children quickly sense the level of perfection thought possible by the teacher

and aspire no further than that point. Therefore, if the teacher's level of expectation is low, the children do not reach the extent of their capability.

The children showed a great deal of interest in this program. They worked hard while in this class. Rehearsals were well attended because the children wanted to play in the projected concert before their parents and friends.

Suggestions and Recommendations

A. The concepts of form and harmony should be given considerably more attention.

B. Music literature of a higher quality should be used to keep up with rising aspirational levels.

C. Field trips to places of musical interest would be both valuable and enjoyable for the children.

REPORT ON THE PHYSICAL EDUCATION, DANCE, DRAMA, AND HOME ECONOMICS PROGRAMS

When the observers visited the gymnasium, four boys were shooting basketballs under the guidance of a teacher. On a second visit the boys' basketball team had a game with the faculty. Most of the other classes were dismissed to watch the game. Eight boys participated in the game. This activity evoked enthusiastic audience participation.

The class in African dance was taught by the day-school science teacher. Eight girls were involved in learning authentic African dances to the accompaniment of records of African drum beats. The girls were very enthusiastic about the program and were engaged in excellent physical activity.

The drama class was preparing for a performance of Hansel and Gretel. When observed, they were busy improvising scenic props and costumes. Six children were involved in the activity. The teacher stated that many more were actually taking part in the performance. Parents and members of the community were to be invited to the program.

Fourteen girls were observed sewing dresses in the home economics class. The equipment was of recent manufacture and each girl seemed to have mastered the skills needed to operate the machines. Each girl was working independently, calling on the teacher only when she needed help. The teacher had excellent rapport with the children.

Except for the small attendance in the gym class, which the teacher said was due to an out-of-school drama rehearsal, the dance, drama, and sewing classes were relatively well attended.

REPORT ON THE TUTORIAL PROGRAM

Attendance in the tutorial programs was extremely discouraging. Although the class registers listed ten children per class, the observers saw no more than five children in any class. The remedial reading classes, except for one case, had no more than one or two pupils present. One class had three. Tutorial classes in other subjects had four or five.

Teachers blamed the poor attendance on the "beautiful weather outside," "the lateness of the year," and on competing outside activities. However, when asked about usual average attendance, they admitted that it was between five and six.

The French class had five children present. The students were engaged in making transparencies as part of a language activity. The class planned to label them with appropriate French legends and show them on a projector as a learning aid. The emphasis of the class was on conversational French.

The typing class had five pupils engaged in a skills lesson on margins. Each child had his own typewriter. The lesson was conducted chiefly through verbal instructions and admonitions, with little demonstration, and, in the opinion of the observers, was weak in terms of getting pupils to respond.

Four mathematics classes were observed. In each case three or four children were observed working independently on workbooks or teacher-made worksheets. In one instance the pupils were working on their day-school homework. The teachers stated that they made

some use of games and puzzles, but none were in evidence in the classrooms.

The reading classes were the most poorly attended. One of the six classes visited had three pupils present. Others had only one or two pupils. The class with three pupils was engaged in a game of scrabble which was being used as a word building exercise. The teacher aided one child who was apparently having difficulties. The children were involved and interested. The teacher did not receive the game from the center, but had furnished it herself. She had also furnished a game of anagrams. One class was observed utilizing the magazine "New York - New York", which is considered appropriate. The other classes observed did not evidence comparable creativity on the part of teachers.

For those children having difficulties in reading and the language arts, teaching should include the use of many varied techniques and activities, such as: (1) working with puppets and writing dialogues, (2) games involving the formation and recognition of words (Bingo, Perquacky, Scrabble, etc.). Teachers might also contribute their own original exercises such as puzzles, rhymes, the rhebus, drawing cartoons, and writing captions. Extra-school materials such as popular magazines, simplified newspapers, and recreational books dealing with subjects of interest to students might be incorporated.

Conclusion

The facilities of I.S. 201 are excellent and could easily support a program of the type proposed.

According to the principal the program was not in conflict with any other program in the neighborhood, and had, in fact, replaced the Community Action Project. The supervisor of the talent part of the Center was the previous director of the Community Action Project.

The positive relationship between the day school and the Center could be attributed to the large proportion of the same staff and the use of familiar rooms by the children of the school. In this respect, the Center was a continuation of the day school, but with fewer pressures and smaller class groups.

The Center made many attempts to involve the community. Parents and friends were invited to music and dramatic performances. The fact that participation in the Center was restricted to pupils of I.S. 201 may have some affect on limiting community participation to those adults whose children attended the school.

Staff List

Dr. Maurice A. Lohman, Evaluation Chairman
Assistant Professor of Education
City University of New York

Mr. Michael Esselstrom
Assistant Coordinator of Student Teaching
Teachers College, Columbia

Mr. Stewart Kranz
Assistant Coordinator of Student Teaching
Teachers College, Columbia

Dr. Paul Fitzgerald
Assistant Professor of Education
St. John's University

Mrs. Olga Spelman
Principal, Elementary School - Retired
N.Y.C. School System